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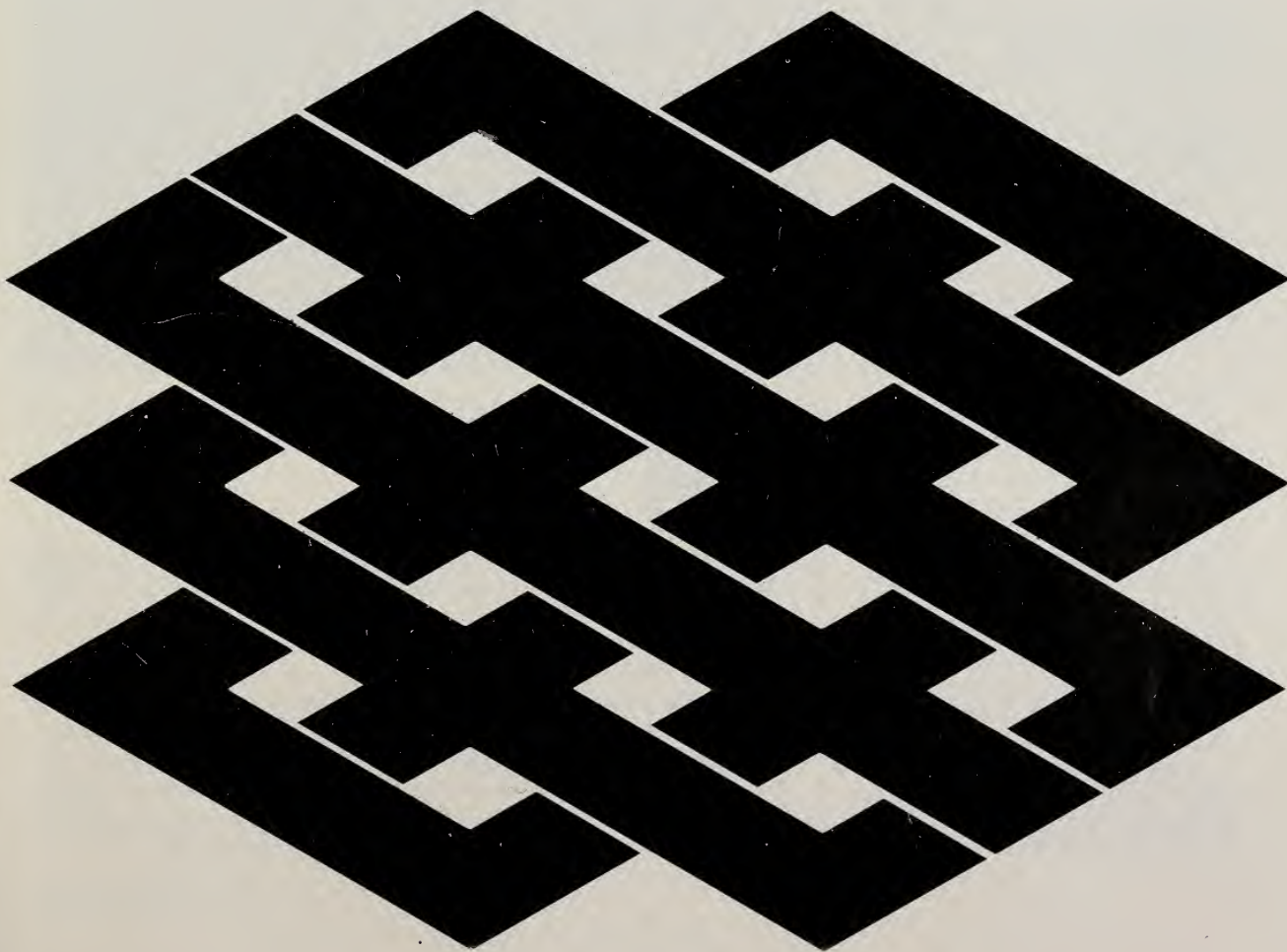
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EXTENSION
SERVICE
review

U. S. Department
of Agriculture

March
and April
1977

Extension Partners



ROBERT S. BERGLAND,
Secretary of Agriculture

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Prepared in
Information Services
Extension Service, USDA
Washington, D. C. 20250

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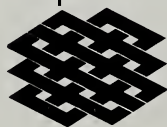
Jerry Grooms, Ohio State University,
pp. 6-8.

The *Extension Service Review*, bimonthly publication of the Cooperative Extension Service, is for Extension educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through July 1, 1978. The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D. C. 20402, at 60 cents per copy or by subscription at \$3.60 a year, domestic, and \$4.50 foreign.

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Contents

A camp for all ages	3
"More than bricks and mortar"	6
Serve it safely	9
Vietnam to Vegas	10
Kid corporations market cereal	12
Expanding environmental education	14
Tally time on Hopi	16
Extension joins decisionmakers in Delaware development	18
Resource management—a dairy success story	20
"They have contacts—Extension has experts"	23
Partnership for pre-schoolers	24
Coping with cooking	26
People and programs in review	28



Extension Partners

Extension partners can be found in every county across the nation. They are the countless public and private agencies—big and small—that team up with the Cooperative Extension Service to get the job done.

On the Hopi Reservation in Arizona . . . at a public school classroom in Michigan . . . in a Massachusetts hospital . . . on a dairy farm in Tennessee, people are benefiting from Extension cooperating with other agencies. This issue of the *Review* features articles on these programs and several other Extension "partnerships". Needless to say, Extension's major efforts must continue to be developing and conducting their own programs. —Patricia Loudon



An Edgewater elementary student used her "tasting" sense on vegetation as volunteer Fred Sena shared his wildlife findings.

A camp for all ages

by
Marcia K. Simmons
 Extension Agent—
 Communications,
 Jefferson County, Colorado

Two agencies working together are better than one. Three or more working together is better still.

At least, that's what organizers and participants in the "Mountain Explo" program in Jefferson County, Colorado, think. The 1-day mountain camp, first attended by 120 area children in 1975, was organized cooperatively by the Extension Service 4-H youth program and the county's Retired Senior Volunteer Program (RSVP). In 1976, the Jefferson County public schools entered the scene and enrollment climbed to 500.

This interagency cooperation is a key to the program's success. RSVP seniors join 4-H and Red Cross teen volunteers in leading younger children on 1-day summer camps where they develop an awareness of, and respect for, their environment.

"Mountain Explo, the camp with a purpose, was developed as an educational experience," said Ivan Archer, Extension agent for 4-H and youth, "rather than a camp just offering recreational activities."

"Recognizing a need for something different to offer 7- to 11-year olds we developed Mountain Explo 2 years ago," said Joan Kurtz, 4-H agent and Mountain Explo coordinator. "RSVP and 4-H offered the excursion that first year to any interested grade school children after we set a goal of reaching 40 youth," Kurtz added. "But phone calls just kept coming in from children and their parents until we finally had to cut the enrollment off at 119."

For \$4.50, each child spent a full day with senior citizens in the mountain program. After receiving on-site training from Golden Gate



Volunteer Frank Martson guides children during their blind trail walk—one of several day's activities designed to make program participants aware of their senses.

State Park rangers, the RSVP volunteers shared their special knowledge—whether it be rocks or wildflowers—with the children. Exercises that encourage the children to fully experience nature with all of their senses were part of the program throughout the day.

"During the mountain excursion, RSVP volunteers try to make learning fun," said Fred Sena, RSVP volunteer coordinator. "It's the children's day and we do our

best to make sure they enjoy it." Their "best" includes gimmicks, games, snacks, tours, crafts, and—most important of all—lots of attention and care.

"Some of these kids really need attention from adults who are interested in them," RSVP volunteer Hal Moore stressed. A pat on the head or a held hand can do so much for kids that don't have much of a home."

While the children develop a

closeness with the older persons, they also become more aware of nature through blind trail walks and other sensory activities. "We don't always tell them immediately what something is," RSVP Volunteer Frank Martson said. "Instead, we make a game of it and ask, 'Does it feel like something you know?' 'Taste it.' 'Smell it.' They remember things better this way. When I want to teach the children something they will



RSVP coordinator Fred Sena takes a rest with two group members. The children looked for signs of wildlife in streams and the surrounding mountain area.

remember," Martson continued, "I find a gimmick."

His nature study gimmicks range from using layered strawberry, chocolate and vanilla cookies for a comparison of layers within soil, to the use of common names—paintbrush, Old Man Moses, rabbit ears, and steamwind—to teach children the names of flowers.

"The same sort of gimmicks could be used in any part of the country with children," Martson said. "If I were in the East, I'd use hard maple trees and serve them syrup. If I were in the Plains, I'd find a gimmick there. Mountain Explo is adaptable to any place in the country where there're people to volunteer to help. You don't need materials to study since nature's already there."

As for finding volunteers, "Mountain Explo fits right into the RSVP program since it enables volunteers to do something very worthwhile for the community," Pat McGowen, RSVP staff member, said. "Our people here are excited about it. They love getting up into the mountains, and they have to love kids—to be able to spend 2 long days a week with them for 8 weeks. If they didn't enjoy it, we wouldn't have some of the same volunteers coming back again and again."

The RSVP volunteers encouraged the 4-H staff to expand Mountain Explo to include disadvantaged youth the second year. Kurtz and 4-H Aide Kathryn Milne visited with school principals about program possibilities and

were directed to the school system's Title I program for children with reading difficulties. Although these children are not necessarily disadvantaged, it was very clear to all agencies that they could coordinate their summer school projects with the field trips."

"In our 'keep-up' reading program for children," Norby Reduenzel, Title I coordinator, said, "Mountain Explo is the perfect direct experience approach." Participation of the Title I children assured an enrollment of 500 for the second year. With the schools providing transportation, the cost dropped to 75 cents a day for each child to pay for an end-of-the-day picnic at a local park. The wildlife division of the department of education provided free study materials before the field trip. Vocabulary lessons related directly to the environment. After Mountain Explo, the children wrote poems and stories about their experiences.

"Anytime we cooperate with Extension," said McGowen of RSVP, "everything falls into place and is very organized. We also hope for additional program coordination with the schools."

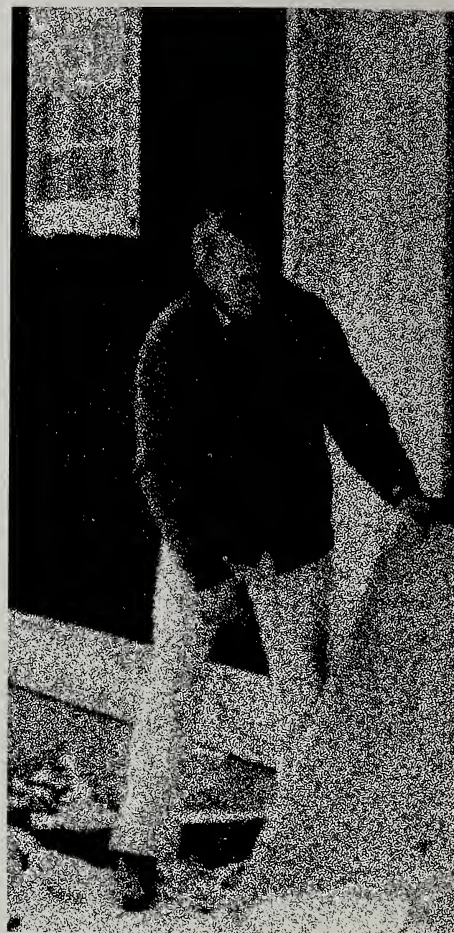
In analyzing Mountain Explo, Extension Agent Joan Kurtz' commendations for RSVP and the schools are very similar. "Any one of our agencies could have gotten the program together by themselves. Instead, we pooled our resources and, in the end, we had a much better program than if we had worked alone." □

"More than bricks and mortar"

by
John Stitzlein
Area Extension Agent
Community Resource Development
Ohio Cooperative Extension Service



Let there be industry



... housing

Let there be ... industry ... housing ... sewers ... farmers markets. Let there be ... community effort.

Without the community effort, the other four segments of the I-70/77 project in southeastern Ohio would have never developed.

Launched in the spring of 1971, the I-70/77 project covered a two-county area centering around the intersection of Interstate Highways 70 and 77. With a goal of improving the social and economic well-being of people, the project is one of five Extension Service-USDA sponsored efforts. The other projects are in Arkansas, Oregon, South Carolina and Wisconsin.



An Extension agent in community resource development provided leadership for the project. Other organizations and agencies, particularly the Soil Conservation Service (SCS) and the Farmers Home Administration (FmHA), devoted both personnel and time to developing the region.

Voluntary leadership for the pilot project steering committee came from 20 people in Guernsey and Noble counties, who were identified through a survey.

Giving direction to the pilot effort, they helped to set goals, identify areas of need, and select priority projects. Along with other interested citizens, steering committee members organized sub-

committees to investigate each of the priority projects and recommend a course of action to be taken.

New Industry

Working together to reduce outmigration from the two-county area and improve its economic situation, the industrial development subcommittee made a 76-acre industrial park its first priority. The committee arranged to secure sewer and water service agreements from the city and county, topographic and site information for the developer, development cost estimates, and other information.

Land for the park was purchased, and Phase I of the I-70/77 Industrial Park has been completed. A distributor of diesel engine parts, one of the first occupants of the park, now employs 60 people to build and remanufacture parts. That number is expected to grow to 200 in 2 years, with the possibility that the headquarters of the corporation will relocate in the community.

The industrial park is one of the more successful ventures of the I-70/77 pilot project committee. Other projects included housing, sanitary waste (sewage) disposal, and agricultural marketing.

Better Housing

The housing subcommittee collected information needed to form a non-profit housing corporation—G-N Homestead's Company, Inc. It became the legal vehicle for developing home sites for low and moderate income housing.

Beech Meadows was G-N Homestead's first project. This 41-acre subdivision near the city of Cambridge featured central sewer and water facilities, paved streets, underground utilities, and common recreation areas. An interest-free loan from the Ohio Housing and Development Board financed a model home on one of the project's 92 lots.

Beech Meadows, offering home loans financed by FmHA, com-

pleted construction late in 1974. Other lot sales and housing starts were unexpectedly slow during 1975 and the first half of 1976. High material and building costs, high interest rates, restrictive lending regulations, and weak national and local economies, were contributing factors.

By mid-1976, the market began picking up again. Eight homes were completed, one additional home was being built, and four additional lots had been sold or optioned. Improved economic conditions locally, and relaxation of some lending restrictions were the basis for this increased optimism in the housing market.

Improved Sewage Facilities

Byesville, a small town in the I-70/77 area, faced two problems—a major health threat to its more than 2,100 residents and an Environmental Protection Agency (EPA) building ban.

The community's outdated and poorly maintained disposal facility was discharging unsuitable effluent and, in some instances, raw sewage. Downstream, Cambridge and other communities drew their water from the offending body of water. The sanitary waste disposal subcommittee took immediate action.

Communications between Byesville and EPA officials had broken down completely. The subcommittee, with assistance from Extension, acquainted Byesville officials with necessary steps for correcting the situation. They also assisted EPA personnel in becoming more familiar with conditions in Byesville. Relationships improved considerably.

Byesville made some minor corrections in the disposal system and its operation, and the building ban was lifted. Major improvements in the system followed and more are likely.

Next, the subcommittee investigated the feasibility of creating a regional sewer authority. The stage was set when the city of Cambridge and Guernsey County



... farmers markets.

cooperated to provide city sewer services to the new industrial park. EPA grouped Cambridge, Byesville, Pleasant City and adjacent sections of Guernsey County together as a "facilities planning area." The authority was created and planning and preliminary engineering studies soon followed. A \$55,800 EPA grant in the spring of 1976 helped cover engineering costs.

Farmers Market

Farmers and gardeners in the I-70/77 area had long needed a market for locally grown produce and other perishable products. After many meetings with fruit and vegetable growers and visits to different farmers markets, the agricultural marketing subcommittee decided to establish such a market. In June 1972, the I-70/77 Farmers Market was incorporated as a non-profit organization to

direct and manage market operations.

The market opened with an unexpectedly large crowd of eager buyers. They quickly bought nearly all the fruits, vegetables, bread and other baked goods, eggs, and cheese, and many of the home-crafted items. After several weeks, some of the novelty wore off and the supply and demand of products began to come into balance.

The subcommittee estimated sales in 1975 at this Thursday afternoon and evening market at \$2,500 to \$3,000 per day. By mid-1976, gross receipts were averaging about \$3,500 per day.

The market is open during the summer and early fall months at the Guernsey County Fairgrounds. People sell from individual stalls, cars and trucks, and also by auction. The market has

attracted attention. Noble and four other southeast Ohio counties now have similar markets and several other Ohio communities have, or are in the process of, organizing such markets.

Other Community Efforts

Other efforts of the I-70/77 pilot project include improved use of idle land, areawide zoning, a comprehensive soil survey, expansion of a fish hatchery, feeder calf promotion, improvement of large-animal veterinarian services, coal gasification, studies and improvements in water distribution systems, and solid waste collection.

Together, the committee members, Extension, and many others have learned that measurable "community development" requires a lot of hard work and dedication, takes a long time to achieve, and is more than "bricks and mortar" alone. □



Serve It Safely

by
Charles E. Eshbach
Marketing Specialist
Cooperative Extension Service
University of Massachusetts

Food handling and food service sanitation were recurring problems for schools for the mentally retarded in Massachusetts.

A partnership between the Cooperative Extension Service, three university departments, and the state department of mental health, has helped improve food handling and service conditions in six of these schools.

To bring the schools up to the federally required levels, the consulting firm to the department of mental health recommended that personnel attend an Extension food service education program. To date Extension has conducted a series of 108 2-hour meetings with 600 food handlers in the six schools. This upgrading of service has saved the state from losing millions of dollars in federal funding.

Bacterial food poisoning, personal hygiene and health, dishwashing and cleaning, food handling, and nutrition were among the subjects covered by a team of seven specialists at the University of Massachusetts.

Charles E. Eshbach, specialist conducting the Extension food service industry program, headed the team. Eshbach also coordinates staff development and training at the Massachusetts Cooperative Extension Service.

Others on the team included Jane F. McCullough and Frank P. Lattuca of the department of hotel, restaurant and travel administration; Kirby M. Hayes, Carrie R. Johnson, and David A. Evans of the department of food science and nutrition; and Karol S. Wisnieski of the department of public health.

Extension developed a two-phase educational program. The first phase was a 2-day meeting of state school management and supervisory people whose duties include food service responsibilities. Meeting at the university, Extension presented to these managers a condensed version of the nine 2-hour meetings developed for the food handlers.

Exploring problems that ranged over the entire food service system, some 600 employees next attended the nine Extension meetings. Their training combined research results, new techniques developed in the industry, and an emphasis on the basics.

A wide range of people attended the sessions—from those who could not read or write to those with master's degrees from universities. Another problem—some employees at the state schools spoke very little English, and needed translations to their native languages. The training staff developed special sessions to supplement Extension's educational program for these people.

In spite of a strike of Massachusetts state employees, the tight schedule for the six-school, twice-a-week meetings was completed.

Extension is now assisting in a continuing program with the state schools to provide in-service training to new food service employees and offer refresher courses for others. Extension is also contributing to the development of a model satellite food service operation to be utilized for educational purposes.

The partnership of Extension and other agencies in Massachusetts is now stronger than ever. □



Imagine leaving everyone you love and everything you've known for a life among strangers. That's what 150,000 Vietnamese did when they left their war-torn homeland to begin life again in the United States.

Fifty-three of these refugee families found American sponsors in Las Vegas—an area far different from their tropical nonindustrial birthplace. Most could not speak English. Others spoke it with varying degrees of fluency. You needed only the briefest contact with these displaced people to realize that they would need a great deal of help in adjusting to their new environment. That unique kind of help was available from the Extension Service.

Our community resource development agent, Mike Mooney, belonged to a church sponsoring refugee families. Knowing these families wanted to adapt quickly to their new environment, Mike asked the home economics staff for assistance. Some had never

Vietnam to Vegas . . .

Extension bridges a cultural gap

by
Jean Gray
Extension Home Economist,
Clark County
Cooperative Extension Service
University of Nevada



Newspapers are a good source of consumer information.

seen or even heard of a refrigerator, a washing machine or an electric range. Most had never used a telephone. Through Mike's contacts, we located a young Vietnamese woman who volunteered to translate for a series of group meetings for the refugees.

Thuy Ha (T-wee Ha), our volunteer, translated the handouts and posters needed with a rapidity that astounded us!

The first four lessons covered buying and using locally available foods. By purchasing the imported foods familiar to them, most families were spending more than they could afford. Although we understood they would always prefer the foods that they had grown up eating, we wanted to acquaint the Vietnamese with using and tasting American foods.

The women learned how to select the best buys in canned goods, to prepare fresh foods, and to use and store frozen foods. They also requested a lesson on breadmaking.



"How to cook an American-style pot roast with vegetables" was the most popular lesson. We displayed a large beef chart and showed them where the various cuts come from. Each woman received a pot roast recipe and a short glossary of cooking terms—such as braise, roast, broil, etc. At each session, participants taste-sampled the foods discussed.

After this introductory series, other needs of the families became glaringly apparent. Most lacked general information about American culture, customs, and daily living patterns. Orientation programs at the various U.S. Army bases while they were waiting for placement were overcrowded, poorly publicized, and lacking in funds for materials. Many sponsoring families were not equipped for the tremendous job of teaching their Vietnamese friends about the United States.

Thuy Ha, our willing volunteer, like most Vietnamese women, needed to find a job to help her family. Fortunately, Comprehensive Employment Training Act (CETA) funding became available to employ one full-time paraprofessional to help the refugees. Thuy Ha was the most qualified applicant.

For her first assignment, she developed a mailing list of all 53 Vietnamese families. Together, we began a bilingual monthly newsletter covering a variety of subjects. Thuy Ha advised me about what information the families needed most. After I wrote the English version, she translated and typed it in Vietnamese. The newsletter was then mailed to each Vietnamese family and their

American sponsor.

Thuy Ha and I organized other programs to acquaint the families with various agencies and institutions. One concerned banks and banking, another, how to obtain a driver's license from the department of motor vehicles. We set up a special "ladies only" meeting with educators from the health department. Various methods of birth control, the availability of well-baby clinics, and the importance of self-examination to detect breast cancer were all discussed at this meeting.

The Vietnamese attended the programs, eagerly read our newsletter, and requested even more information about their new community. An informal survey conducted among the American sponsors indicated that real learning had taken place.

One sponsor was surprised when her Vietnamese friend selected the best buy in canned peaches by carefully checking price and weight. Before receiving tips from the Extension Service, she had filled her basket with whatever looked pretty and was dismayed when the checker announced the total bill.

Many people attending the meeting with the department of motor vehicles took their written examination almost immediately—about 80 percent passed the test. Thuy Ha kept in constant contact with all the families, discovering their needs, helping them find answers to their many questions, and guiding them to appropriate agencies.

When Thuy Ha and her family left us in May 1976, our other Vietnamese families were well on their way to becoming Americans. □

Kid corporations market cereal

by
Linda Christensen
Extension Marketing Editor
Cooperative Extension Service
Michigan State University

“Aeyyy! If you don’t try *Fonzie Flakes*, the Fonz won’t be happy, and you’ll be a real nerd. Get my drift?” was the innovative slogan of one student’s cereal corporation. But *Fonzie Flakes* made very little profit. Said one 5th grade corporate member: “We made some mistakes in transportation and in how much we spent on advertising.”

Ask a fifth grader what the cost of advertising has to do with the price of a box of granola?

Or why one brand of granola contains more raisins and nuts than another? Or whether it’s likely those raisins were shipped to the cereal maker in Battle Creek by train, boat, truck or plane?

Fifth and sixth graders from one Michigan school could pipe right up with the answers. Their answers might not be very sophisticated or complex, but no doubt they’d be on the right track.

About 120 students at Pinewood School in Jenison, Michigan, participated in the field testing of a food marketing teaching project. Extension District Marketing Agent Norm Brown, Ottawa 4-H Youth Agent Bill Boss, and Linda Ash, a temporary employee of the Comprehensive Employment

Training Act (CETA) program in Ottawa County, designed the project.

A marketing game was the highlight of the project. Here are the rules: with an initial \$5,000, establish a partnership, corporation or cooperative; or set up a business on your own. Create a cereal from oats, raisins, nuts, dried apples, honey; base your choices on current commodity prices. Manufacture 1,000 packages and market them wholesale in Chicago. Decide whether to ship by truck, train, boat or plane. Figure how much to spend for advertising and what price to charge for the product.

Not many of the students “made a killing” with their investments. Their products ranged from *Fonzie Flakes* to *Nature’s Sweet Treats*, *Panda Flakes*, and *Crunchie Crud*. Their profits ranged from \$14 to \$550. Some went bankrupt. But they learned a lot about food marketing.

The Extension trio provided the teacher with a script and slide series to supplement the game.

Why teach fifth graders about food marketing?

“If we want consumers and voters to make wise decisions in the supermarket and debate food and farm-related issues intelligently, we need to teach them how the food system works while they’re young and enthusiastic,” Brown contends.

“The beauty of this program is that it fits right into Michigan elementary schools’ needs,” says Regional Supervisor Irene Ott. “Learning about marketing is one of the proposed goals des-

cribed in the state Board of Education's social studies curriculum for upper elementary students. And of course we don't have to limit it to school use. It would be an ideal project for 4-H'ers and other youth groups."

"Unlike the traditional 4-H project, this effort brings together the marketing, agriculture, family living and 4-H program areas—it's an educational team effort to reach all youth," Boss adds.

Since the original field testing in Jenison, five teachers in the Coopersville schools, near Grand Rapids, have tried the marketing project, and their response was very enthusiastic.

"The kids came into this course with almost no knowledge about food marketing," says one Coopersville teacher. "I asked them a few questions about marketing the first day, and I got 26 zeroes. Once they got involved in the project, they went bananas!"

In his classroom, some students who couldn't add unlike fractions, such as $\frac{2}{3}$ and $\frac{1}{2}$, asked him for help. His reply:

"I'll be glad to help, but it will cost your company a penny a box for you to hire me as your accounting firm."

The upshot of this situation was that a mathematics-oriented student offered to act as an accountant, at a lower rate than the teacher's.

Another student became a "commercial artist," designing packages for other students' products. Another brought a pocket calculator from home, to offer as "computer rental." □





Expanding environmental education

by
Otis F. Curtis
Extension Agent,
Windham County
Cooperative Extension Service
University of Connecticut

"In all my 24 years of teaching I have never taken any children on a more worthwhile endeavor than this trip."

—A third-grade teacher

Components of the machine are present in nearly every county in the United States. All that's needed is a good mechanic to put the parts together.

The "machine" in operation in Windham County, Connecticut, is an environmental education program sponsored by Extension. In its second year, the program has reached 3,500 school children from nursery to 10th grade with day-long field trips, and made countless indirect contacts through teacher training and curriculum development activities.

Begun entirely with resources available in most counties, the model bears scrutiny by other state Extension Services, schools, colleges, and camp personnel everywhere. Not necessarily limited to environmental education, the model can be applied to public health, planning, sociology, and many other disciplines.

Windham County just a few years ago had many community agencies and persons, who often knew little of one another and their various roles, needs, and potential contributions. These included: the county Extension Service, teachers' college, the 4-H camp, area schools, various natural resource agencies, and volunteer agencies.

The ball began rolling in Windham County when the 4-H Foundation, owner of the 4-H camp, decided to expand its educational offerings into the non-summer seasons. A part-time instructor was hired to lead interested groups on field trips at the camp for a small fee. Through its traditional association with the 4-H camp, Extension assisted with publicity, training, liaison with schools, and some teaching. High school students doing independent study projects, and volunteers became involved during this first year.

Early experience showed that schools were by far the primary users of the program, that small group size was extremely important, and that volunteers and area high schools could not provide the sustained support needed to operate the program. Exploratory discussions with Eastern Connecticut State College revealed that the faculty of the education department were very eager to see their students trained and experienced in environmental education.

Choosing not to simply offer teachers a list of topics from which to select, program personnel conferred with teachers prior to each field trip. They then developed plans for field trips integrating subjects the children were already studying. Topics

ranged far beyond the "science" label usually applied to environmental programs. Math, reading, art and social studies were also important.

During the program's second year, the college required all students majoring in elementary education to participate in the 4-H camp's outdoor education program for one week. To meet the additional responsibilities of student teacher supervision and curriculum planning, the camp hired a full-time director for the environmental program.

Each week began with an all-day Monday training session for that week's student teachers. During the rest of the week, two or three classes of school children attended the camp. The children learned in small groups of six to eight. Alternating outdoor exploration with indoor discussion and interpretation, the program operated rain or shine.

Early in the fall, all the student teachers attended training and orientation day at the camp. Personnel from the Soil Conservation Service (SCS); state forestry, wildlife, and enforcement agencies; and area schools and colleges served as instructors at orientation day.

Several students registered with their college for independent study and served in the program as full-time or part-time staff for the entire spring semester, which began in March. As the merits of the program were publicized, new support began to appear.

The Extension Service and 4-H Foundation supplemented staff contributions with additional funds for educational materials. The Nature Conservancy offered use of its 380-acre Dennis Farm Preserve. The Soil and Water Conservation District and the state library loaned books and other materials. Students from other area colleges spent their spring vacations as instructors. The local Community Action Program allocated personnel; area residents volunteered their time; and parent-teacher and other groups raised funds to support the program. A federal grant has been awarded the program to infuse environmental concepts into area school curriculums.

The many immediate effects of the environmental education program may be less important than its long-range impact. As trained teachers conduct lessons throughout their careers, their learning of skills and attitude will be multiplied countless times over in the children they teach. □

"There is no better way to learn an area than to ride its boundaries. After riding every range unit, we *know* the range conditions."

This is one way that Rob Grumbles, Arizona agricultural Extension agent for the Hopi Reservation, described his recent 100-day livestock tally and roundup on the 630,000 acres he calls his office.

"The purpose of the roundup was far more than just to count livestock," Rob quickly points out. "We needed hard facts to answer questions Hopis have about range improvement. We discovered a tremendous opportunity for an educational program, too. As each group of animals was brought into our portable corrals, the owner was on hand. We sprayed the livestock and gave other necessary doctoring—each time

discussing herd improvement with the producer. This included what to cull, the need for recordkeeping, nutrition, and individual animal problems. At the same time, we asked each owner for his or her inputs into the total range improvement program we were undertaking."

It was no secret that calving and lambing percentages were low—45 to 50 percent for cattle

and 50 to 80 percent for sheep. But, why? The roundup showed a ratio of bulls to cows of 1 to 50 rather than a desirable 1 to 20. There was a serious phosphorus deficiency in some areas. Many of the producers were not carrying out feed supplementation and proper salting methods. In many instances, they were not taking adequate measures for parasite control.

Tally Time on Hopi

by
Robert G. Racicot
County Extension Director
Navajo County, Arizona



In estimating animal units on the range, experts found they were 16 percent short as seen by the actual count. And, in reviewing the range as compared to the actual count, the present animal units were overstocked 184 percent. Range officials believed the recent high increases in cattle numbers over sheep were what changed original "guesstimates" to such a degree. Also, previous counts were made by mail inquiry. This method was inaccurate because of lack of response from growers. Also some stockmen did not know the actual livestock numbers they were running.

Grumbles believes the outside emphasis on the beef industry has caused this change in livestock type from sheep to cattle. More owners now hold off-ranch jobs than ever before, and the people now live in village units rather than out on the range as they did in the past.

When Rob arrived on Hopi in 1974, he found it to be a high desert plateau of pinyon-juniper type with an elevation of 5,900 to 6,500 feet. That year the Hopi Tribal Council passed a resolution to update a new and workable range management plan for the reservation. The last one was written in 1945.

Marvin Jones, land operations officer for the Bureau of Indian Affairs (BIA), asked Extension to make range improvement the top priority of the new agricultural agent. Consulting agencies were contacted, but funds to hire and contract for specialized plans of this type were not available to the Hopi. Tribal Chairman Abbott Sekaquaptewa and Grumbles traveled to Washington, D.C., on one occasion, in search of planning funds. There were none.

In 1975, reservation officials asked Rob to help the Hopis "do this plan themselves." Grumbles called on Extension Range Specialist Pete Jacoby and the newly established School of Renewable Natural Resources at the University of Arizona for technical assistance. In January 1976, BIA and tribal officials, Hopi livestock-owner representatives, and Extension agents and specialists met at the university in Tucson. Gerald R. Stairs, dean of the College of Agriculture, offered the assistance of his staff. At last the Hopis were beginning to see green lights ahead for their range improvement program.

Back on the reservation, Grumbles coordinated BIA personnel and tribal groups representing grazing and livestock associations in the new range improvement plan of work. The first major step, involving some 600 livestock owners and their families, was the "livestock count." This meant rounding up and personally observing each cow, sheep, and horse on the entire reservation.

The group selected gathering areas on a sub-unit basis from maps. Gathering points coincided with watering holes and natural boundaries. A crew of 8 to 10 tribal rangers, BIA land operations staff, grazing committee members, and the Extension agent worked the roundup with 30 top-notch horses.

Hopi lands are steeped in tradition and history. The tribal headquarters is nestled close to Oraibi, the oldest continually inhabited village on the North American continent. "Public relations played a big part both prior to and during the program," Grumbles says philosophically. "Without the individual owner's positive attitude, our whole program

to date would have been impossible."

"In the 100 days it took to accomplish this basic stage of the Hopi range improvement program, we learned much about the livestock and range," Grumbles continued. "We *thought* we knew; now, we *know* certain problems exist because we saw them. And we know why."

Total implementation of the range program is still way down the road for the Hopi. Perhaps 20 years. But, at this point, all concerned are enthusiastic. And this is what will make it work, Grumbles feels.

Next step in the range plan is a demonstration ranch planned for the southern portion of the reservation. It will be a cooperative venture among the landusers, the BIA, and the University of Arizona. There will be more roundups and demonstrations on the slow road to success. Acceptance of practice changes by stockmen will be very important. Some funding by the tribe will be needed. "And, certain problems will just take time on the part of Nature to right themselves," Grumbles said.

Dick White of the Hopi BIA land operations feels that ranchers are already "catching on." He has noticed them fixing fences and making other improvements on their own, since the roundup. White notes that the Hopi is the first reservation to establish and implement a total range improvement program. They are the first to take the lead in self-developing range improvement in the state of Arizona.

One thing stands high in favor of the Hopi for success. It was best expressed by Hopi rancher Nathan Begay: "Our biggest concern through all this is preserving the Earth for use by our future generations." □

Extension joins decisionmakers in Delaware development

by
Gerald F. Vaughn
Coordinator, Community
and Resource Development
Delaware Cooperative
Extension Service

An increase in job opportunities in rural communities often improves the incomes of people living in these areas.

Through economic development, more industrial jobs can also help broaden the tax base and support better community facilities and services such as schools, hospitals, water and sewer systems. . .making these rural communities better places in which to live and work.

Though industrialization may not be favored in every rural community, there's still a lot of competition for new industries. State and local governments, chambers of commerce, and developers are constantly looking for attractive new industries or ways of helping existing firms to expand.

State-sponsored industrial incentive programs are important in this total process. In Delaware, the Extension Service works closely with the state Council on Industrial Financing. This seven-member council, appointed by

the Governor, advises state government on ways to help finance new and expanding industry. For 6 years—3 as chairman—I have represented Extension on the council.

Involvement in the decision-making process, by serving as a member of such a public body, is vital to Extension's community and resource development program in Delaware. By sharing in this process, the Extension worker often can improve understanding of an issue, motivate people, and expedite problem solving.

Financing is vital to industrial activity. In the tight money market of recent years, small and medium-sized companies have been less able to borrow money for plant construction at interest rates they can afford.

Tax-exempt industrial development bonds are often the answer for these small companies, enabling them to compete with large companies for construction capital. Without the tax-exempt status, such funding would not

be available and many worthwhile projects would be abandoned or delayed. Nor would the desired jobs, income, and tax revenue be created.

Citizens initiated an industrial development bond program in Delaware in 1959, when a non-partisan committee of business and civic leaders urged its establishment. The legislature authorized such bonds in 1961, and the program began the next year. The main concern was for our rural counties, which were beset with seasonal or cyclical unemployment and widespread underemployment.

Since the program began, bond issues totalling over \$160 million have assisted 70 industrial projects. The special financing has helped create or save 6,200 industrial jobs directly, plus thousands of "multiplier" jobs indirectly. About one of every 10





Development planning aided an office furniture factory and . . .
 . . . a cold storage warehouse in Kent County.



industrial jobs in Delaware is in plants aided by the Council on Industrial Financing. Additionally, several bond issues have helped to finance industrial pollution abatement.

In its advisory capacity, the council reviews project applications, making recommendations to the secretary of community affairs and economic development on which to assist.

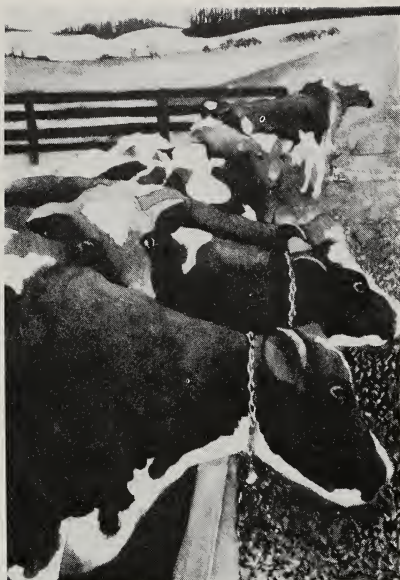
The bond program is self-supporting, with funds provided from fees paid by applicant companies.

Operating with caution, the council attempts to find ways to make every applicant's project succeed. . . and it generally does.

The council needs to keep current on financial trends and approaches. The Delaware Extension Service furnishes this pertinent information to council members through newsletters, financial guides, and books and publications on economic development.

The council, only advisory body to the state division of economic development, also advises the division on improvements in its overall economic development activity. As a result, the council often helps to draft and review legislation. Council members also serve on various committees in state and local government and carry out liaison between state government and the business community. The council serves as a "sounding board" for proposals affecting Delaware's economic development.

Economic development is a vital and growing part of the Extension program. To give added direction in this area, an Extension Committee on Policy (ECOP) Task Force on Economic Development has designed guidelines for future Extension programming. □



Resource management— a dairy success story

by
Alvin C. Blake
Associate Communications Specialist
Institute of Agriculture
University of Tennessee

This is the "success story" of Frank Clark, a Tennessee dairyman who does not have the highest herd average, the most impressive facilities, or the most outstanding show herd in the state, or even in his county. In fact, he is several steps away from any of these.

However, his progress in the past 6 years is interesting. And, according to staff people working with the program this dairyman is involved in, his story is not unique.

Clark is enrolled in the Resource Management (RM) program — a cooperative arrangement between the Agricultural Extension Service, the Tennessee Valley Authority (TVA), and participating farmers. It is conducted in each of the seven Tennessee Valley states.

There are some 350 farmer participants in Tennessee, with 17 from Lawrence County. Joe McKenzie, associate Extension agent, works closely with the farmer-demonstrators in his county.

The RM Program

The program's objective is to show, by means of a selected group of farmers, that net income

can be increased by more efficient use of available resources. Applicants are selected on the basis of the opportunities their farms afford to demonstrate solutions to some of the county's resource use problems. Upon approval at the county, state, and TVA levels, farmers may be active in the program for 6 years.

Once enrolled, the farmer works closely with the Extension agent. Their first step is to make a complete inventory of available resources, describe problems, establish goals, and then develop a plan. Three plans are developed. The first plan projects the operation at its present level and establishes a benchmark. The second plan projects expected returns when all resources are used in the most profitable way. The third plan maximizes net income subject to the farmer's likes and dislikes. The latter is the plan usually put into operation.

In 1969, when James Matthews, now county Extension leader, enrolled Clark in the program, he was milking about 50 cows on the 240 acres he owned at the time, while supplementing his farm income with a job at a local

bicycle plant.

The Clarks' herd average was about 7,000 pounds. "I wasn't doing much good in the dairy business," said Clark. "I liked dairying, but it seemed we were always in a bind. We couldn't get the milk production per cow up where it ought to be, and growing enough feed was a problem. We had some good land but we were always fighting that johnsongrass."

First Progress Slow

Clark admits that progress was slow those first 2 or 3 years on the RM program. Gross farm income increased gradually and the value of his total inventory also increased, but net farm income was up and down—and at a very low level. Milk production per cow increased slightly, but was still below 8,000 pounds per cow.

"We knew what some of the problems were," says Clark. "We weren't producing enough good feed, for one thing. It was discouraging trying to grow corn silage in those johnsongrass bottoms. And I wasn't completely sold on pasture renovation and fertilization at adequate rates. So, growing enough feed was a

big problem. Another problem was me—I wasn't too sure that this young guy with the Extension Service knew what he was talking about."

In 1973, McKenzie persuaded Clark to try the herbicide Eradican on a johnsongrass bottom that had a 95 percent stand of this pest. The year before, it had produced 8 tons per acre of corn-johnsongrass silage. They called in Elmer Ashburn, University of Tennessee Extension weed control specialist, and Joe Burns, forage crops specialist.

Following the specialists' advice, the 20-acre field was treated

with the pre-plant incorporated herbicide. The field was planted with a recommended corn variety and fertilized according to soil test recommendations.

The johnsongrass control proved very effective with a first year yield of about 12 tons per acre of nearly pure corn silage. In 1975 this same field produced 26 tons per acre of top quality corn silage. The only johnsongrass left is a small check strip near the field entrance.

"This one thing made a believer out of me," said Clark. "I knew then that I could plant corn and expect a decent crop. And if I can

grow corn silage, I can grow enough good dairy feed. Farmers from miles around have come by to see this field—and I'm proud to show it to them."

Success, Slow but Steady

"Clark's success with the johnsongrass control is a very effective demonstration of what modern technology can do," said Extension Agent McKenzie. "A lot of farmers are still skeptical when we tell them they can control johnsongrass. It is a major problem in this area. Now, I don't have to tell them—I just take them out to Frank Clark's farm and show them."

Clark has made outstanding progress in soil testing and pasture improvement, the use of high analysis fertilizers, artificial insemination, and general dairy herd improvement and management. He has also conducted corn variety demonstrations for several years, planting test plots of some recommended varieties to check their local performance.

"Clark's progress on the dairy farm has achieved the main objective of the RM program," said McKenzie. "Together, we have proven that income can be increased substantially by the efficient use of available resources. This is a matter of record. For example, cash receipts rose from slightly over \$25,000 to nearly \$80,000 per year.

"Demonstrations such as this are the best teaching tools we Extension agents have," McKenzie continued. "The many local and area tour groups visiting the farm are very impressed with the progress which is evident."

The Clark operation has also had visitors from Korea, Afghanistan, the Republic of Zaire and the Dominican Republic.

A modern Double-4 Herringbone milk parlor, cutting milking time by 37 percent, has replaced the previous inadequate old parlor. Clark designed the parlor and built it himself with some hired help. The Clarks did all of



The old milking barn is used to house calves for the replacement herd. Raising his own replacements is an important step in Clark's progress as a dairyman. Milk replacer is used until the calves are ready for a heavier diet.

the milking themselves until recently, when they hired a milker. Frank had quit his job at the bicycle plant some time ago.

Clark's records indicate that milk production per cow had increased to over 9,800 pounds in 1973 and then to 15,773 in 1974.

"This was due to three things—substantial improvement in the quality and quantity of my feed, cow culling, and raising replacements," explained Clark. "For the first time, we were producing plenty of corn silage. Also, our hay and pasture have plenty of clover.

"Pasture renovation and fertilization are paying off, too," he continued. "We've also started growing alfalfa, and you can't beat that for cow feed. In 1974, my alfalfa produced 5.5 tons of hay per acre, due primarily to soil testing and proper fertilization. And my pasture clippings yield 3 tons or better of good hay."

Future Goals

"What are your goals now?" we asked Clark. "You're about to graduate from the RM program, and you have a pretty good dairy operation going here. What about the future?"

"Well, I like dairying and the challenge of it," he replied. "I expect that dairymen will always be in a squeeze between costs and prices, but now at least I'm in good enough financial position to be able to plan improvements and then have a good chance of carrying them out. That's something we couldn't do a few years ago.

"We built this new milk parlor about 2 years ago, and that sure helped get the work done—we have more time for other things.



This field produced 26 tons of corn silage per acre in 1975. Once infested with a nearly pure stand of johnsongrass, control of this pest was a key factor in Frank Clark's success as a dairyman. Here we see Extension Agent Joe McKenzie and Clark looking at a stand of wintergraze covercrop and pasture.

Now, we're making plans to improve the manure disposal facilities."

"Does a drylot type of operation fit into your future plans?" Joe McKenzie and I had noted that Clark had a lot of hill land more suited to pasture and hay production than to more intensified use.

"Yes, I'd like very much to drylot the milking herd," said Clark. "That's the way dairying is going and I'd like to work toward it. There's some more good silage land available around here and we can grow alfalfa again. Drylotting is 5 to 10 years away, but it is definitely in my future plans."

"There's one other thing. You've spent a lot of time with Joe and me here today and I get the idea that you spend a lot of time with visitors, going to

meetings and so on. Doesn't this interfere with your work?"

"Of course, but I like people and I consider it time well spent," smiled Clark. "A lot of people have been good to me and if I have anything to share that will help somebody, I'm glad to do it."

"Frank's modest," said Joe McKenzie. "He and Ruth are among the top community leaders in the county. Frank has served as president of the Lawrence County Association of Test Demonstrators for 2 years, and has given a lot of leadership to the RM program. Danny, their son, is an active 4-H member. Their farm will continue to be open to visitors and educational work."

The Extension agent concluded: "It's people like the Clarks that make my work worthwhile." □

"They" have contacts— Extension has experts

by
Marjorie P. Groves
Assistant Extension Editor
Iowa State University

By training other agencies' staff, you not only benefit their clientele—but you also expand your own.

That's part of the reasoning behind Charlotte Young's sessions for professionals who work with low-income families. The group includes ministers, Red Cross workers, Office of Economic Opportunity employees, social workers, probation officers and others.

Young is Extension consumer and management specialist in the Cedar Rapids area in Iowa.

In 1976 the session was on landlords and tenants and their legal rights and responsibilities. Young filled her audience in on the eviction process, damage deposits, landlord right of entry, and an update on the economic situation.

Young presents the program in five counties and adapts the approach to the situation. Rural and urban areas have different problems, and different

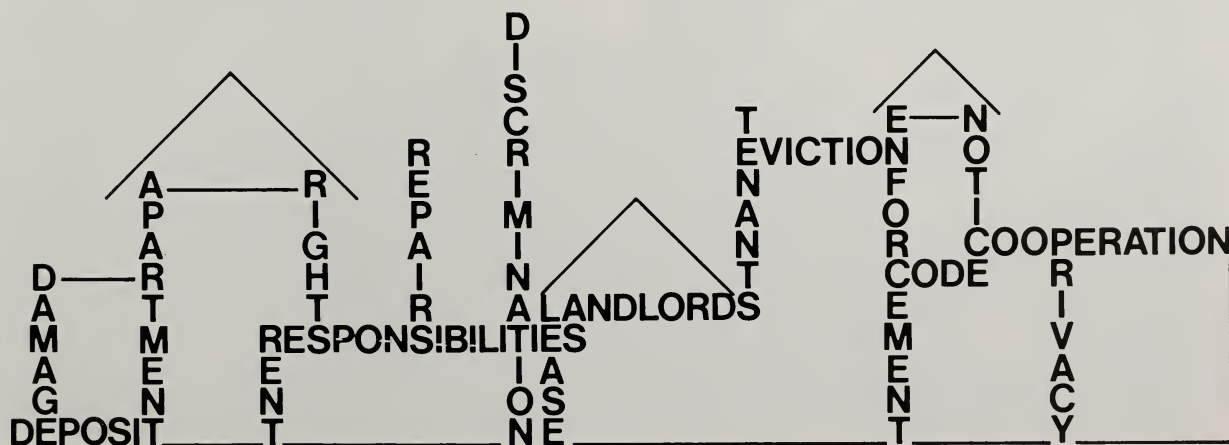
staffs.

In past years, she's discussed consumer credit legalities, frauds and gyps, debt counselling, and rapport building.

"It all started about 5 years ago when I was doing debt counselling. I began working with five or six families and found the problem was endless," Young said. "I realized there were other agencies working with the same folks, but many of their staff didn't have time to keep up on new legislation."

"Some had false ideas and were passing them on to clients. They have the contacts and Extension has the expertise," the area specialist adds.

The once-a-year sessions usually run 9 to noon so the professionals can get back to the office. Young added, "It's important to get information to these people so they can pass it along." □



Partnership for pre-schoolers

by
Janet M. Kaisler
Middleton, Wisconsin

As more and more women join men in the labor force, there's an increasing demand for full-time professional day care for children.

Recognizing a need for day care in their small community, interested citizens of Baraboo, Wisconsin, conducted a community needs survey in 1974 and again in 1975. Results indicated that many other residents also saw a need for full-time day care.

Next, three survey group members began developing plans for the Children's Day Center. After investigating the legal framework required to open a day care center—building codes, government funding and other state laws—they contacted area groups and individuals to help



them get the center off the ground.

One of the first of those contacted, Mary Gruenwald, Sauk County Extension home economist, played an important role in developing the center. "I was delighted to help," she said. "It just so happened that my total plan for the year was on parenthood education."

Mary served on the board of directors, became a member of the personnel committee, and helped with publicity.

"My first job included establishing personnel policies, writing job descriptions and applications, and interviewing job candidates. Using the information from the 1975 community needs survey, the committee contacted respondents who indicated an interest in working in the day care center," said Mary.

"Because of budget constraints, the committee also contacted the Community Action Council (CAC), the Comprehensive Employment Training Act office (CETA) and the Neighborhood Youth Council (NYC) for employee possibilities," she continued. "These agencies pay the salaries of employees who qualify for their programs."

"From completed application forms, we realized there were few people in the community qualified to work in our day care center," Mary said. "After consulting with other board members, we decided to offer a 40-hour course in child care. The Young Child I course was designed so participants could be certified by the state as pre-school teaching assistants."

With sessions taught by Baraboo area professionals—a doctor, children's librarian, pre-school teachers and a nutritionist, the home economist said: "Forty people enrolled in the course and 30 were certified."

Mary feels that community involvement was a major factor in helping to establish the day care center. Her role as publicist included helping the community better understand the need for pre-school education.

"I wrote a series of articles on pre-school education for local papers and radio stations to create awareness and a fuller understanding about day care," Mary said. "I also interviewed the originators of the Children's Day Center idea in a series of three 8-minute TV programs. The interviews were part of the University of Wisconsin-Extension Family Living Program."

"The community responded to the publicity with their time and dollars," Mary continued. "One area nursing home resident donated \$500 to the center to purchase carpeting. Other community residents bought baked goods at a day center-sponsored bake sale during Baraboo Old Fashioned Days."

When the Baraboo area Jaycees sponsored a "Walk for Mankind," Mary pointed out that "many participants indicated that they wanted the money they earned to go to the Children's Day Center."

The work Mary and her fellow board members put into the center paid off. Housed on the first floor of a home for retired nuns, it opened in August 1975.

The Children's Day Center now serves eight families full time and 20 families part time. Full-time students receive admissions priority over part-timers.

"I don't know what I would have done this year without the center," said one happy parent. "My child's need to socialize with other children can't be met by having a babysitter come to my home. The center provides care and safety and is also meeting educational needs. The staff is loving and caring. This is so very important and wasn't apparent in other centers I've been exposed to."

Besides being exposed to other children at the center, students are also exposed to new adult faces. One aide at the center is a Vietnamese refugee who lives in Baraboo. Funded by the CAC, she works part time while attending the University of Wisconsin-Baraboo.

A high school boy comes to the center every afternoon for 2 hours. Funded by NYC, he helps with maintenance chores and gives a male-role example for the youngsters at the center.

Other staff members include two teachers with BS degrees in elementary education, a teaching assistant with a 2-year pre-school degree, and a part-time teacher aide, who completed the Young Child I course.

The dedication, time and hard work of Mary Gruenwald, Extension home economist, and the Baraboo area residents she worked with, has helped to fill a large need in the small town—a full-time day care center for children. □

Coping with cooking

by
Lorraine B. Kingdon
Extension Information Specialist
Cooperative Extension Service
Washington State University

Chatter filled the large room, while people filled celery sticks with cheese or peanut butter. Across the table, a skillet sizzled, ready for hamburgers that were being shaped.

A typical home economics class? Not quite. The students are mentally retarded; they're learning skills that would be painful, if not impossible, to learn alone.

One year ago, these 12 handicapped people at the North Central Washington (NCW) Supervised Skills Center in Wenatchee, Washington, couldn't fix even the simplest foods for themselves. With the help of volunteer teachers and two Washington State county Extension agents, even severely retarded individuals are learning to cope in the kitchen.

NCW Supervised Skills contacted the Chelan-Douglas Extension agents, Ann Williams and Margaret Viebrock, 4 years ago. They wanted a training program in self-help skills developed for the mentally retarded people who work at the center. They got what they wanted. And, it's working.

Both agents can point to heart-warming individual success stories.

Allen is one student who came to this class unable or unwilling even to pour milk over his cereal. After one milkshake, made from milk, vanilla ice cream, chocolate and a banana, Allen was eager to go home and make one for his mom and dad. He did—and proudly served it.

The center provides food for the classes, student transportation, and kitchen facilities. Extension provides the teaching materials and teaching skills.

Williams, Chelan County agent, and Viebrock, Douglas County agent, work with 20 volunteers from homemaker's clubs and other community organizations. Two groups of 10 volunteers alternate teaching 2 days a week.

Students are divided into three groups, each tackling a different recipe depending on their ability. Recipes are easy and as nutritious

as possible.

Some of the people are severely retarded and will never be independent. So, it's important that the foods they learn to prepare are almost meals in themselves. The recipes had to be fun to make and good to eat, or the students wouldn't show up, says Ann Williams. "This class is strictly voluntary."

Teaching materials and methods were hard to come by, both agents say. "We did a great deal of research and even more adapting."

Recipes, similar to the illustration for this article, are broken down into pictures and color coded to measuring-utensil size and oven temperature. Ellen Johnson, nutrition affairs aide for the Comprehensive Employment Training Act (CETA) program, prepares the recipe handouts.

Many of the students cannot read, and find numbers confusing. So they merely match the color of a spoon drawn on a recipe to the color of one in a set of measuring spoons.

Measuring cups are also color-coded to the recipes. Temperatures on the oven and electric skillets are marked the same way, red for 325 degrees, blue for 350.

"It works," says Williams. "In fact, the volunteer teachers had more trouble with the recipes than the students ever did."

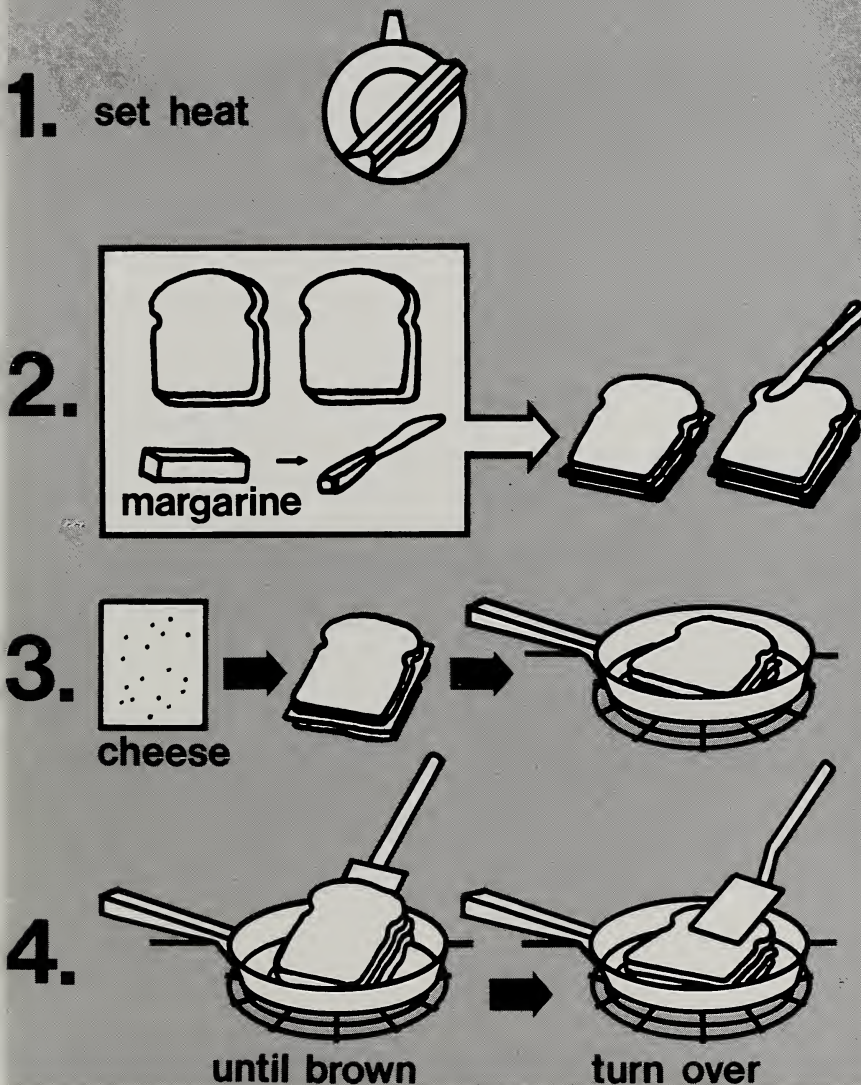
Agents got the color coding idea from a physical therapist who used this method in stroke victim rehabilitation. Other food ideas came from the book, *Cooking Activities for Retarded Children*.

One of the first activities students tried was identifying various ingredients such as baking powder and salt by taste or from recognizing the can. Flash cards were used to reinforce the lesson.

After each lesson, volunteers fill out an evaluation form about their student. Parents or guardians are informed about the color-coding and recipes sent home with the students.

The Extension agents encourage volunteers to work with the

GRILLED CHEESE SANDWICH



same person each lesson. Teaching is on a one-to-one basis. As soon as the students pile into the room, they and the volunteers get down to fixing the day's lesson. "We don't spend time explaining; we just do—and

learn," says Viebrock.

Personal hygiene is also an important part of each lesson. For instance, students all wash their hands before starting the day's recipe. The volunteers check carefully since both the volunteer

and student eat all the food that's prepared.

A very warm, personal relationship exists between the volunteers and students. As volunteer Joan Robbins explains, "They accept me more quickly than other people do—and they're eager to learn."

Each time the students learn a new task, they build self-confidence, the agents say. The class also helps the mentally retarded students build social development. They watch out for each other, and volunteer Laura Townsend says, "They share better than my kids."

Most of the volunteers admit they were apprehensive about working with the mentally retarded. That changed quickly.

"It's been just as much of an education for me," says Minnie Pruett.

"Don't look at the handicap," says Helen Hutchison, "just go ahead and talk."

One problem volunteers still have is giving too much help. One volunteer said, "I caught myself giving them one or two chances, then doing it. They really don't learn that way."

The students are learning as a result of this workshop, the agents believe. During 1973 and 1974, four of the students, who had received training from the Extension Service, were placed in permanent jobs outside the center.

One man who learned cooking skills from this class is helping out in the kitchen at the group home where he lives.

A married couple also learned the cooking basics from this class. Previously, the husband had been doing all the work in the kitchen. Now his wife can help with the cooking for the two of them.

Both agents believe classes like this shouldn't end here. More mentally retarded people need help, and with the support from volunteers, Chelan-Douglas Counties will continue their program. □



people and programs in review

Yarns of yesteryear

That's the intriguing title of an essay contest and series of radio programs for senior citizens co-sponsored by the University of Wisconsin-Extension Programs on Aging, and the Wisconsin Regional Writers Association. Produced by Wisconsin information staffer Norma Simpson, the radio series is taped by Clarice Dunn, a senior citizen volunteer. Stories such as: *Purple Ribbons*, *God Gave Grandma Gertrude Guts*, *Pioneer Portrait*, and *Rattlesnake Tom* make enjoyable reading and listening.

Kansas clinics assess health

Hundreds of Kansas women are more aware today of their health needs because of health assessment clinics.

Sponsored by the county home economics advisory committee to Extension in cooperation with local health agencies, the clinics are a combination screening and educational program. This is the third year for the clinics, which began in 1975 with more than 500 persons participating.

Seventy-five volunteers, the majority members of Extension homemaker units, help professionals with services including pap smear, hemoglobin, diabetic screening, urinalysis, and blood pressure. The health department handles information concerning results of tests and referrals. Participants' physicians receive the reports. As the result of screening, 181 persons were referred to physicians for further medical evaluation. A small fee is charged to cover costs.

NCSU schedules summer session

The 1977 special 3-week summer session at North Carolina State University (NCSU) is scheduled for July 5-22. For printed brochures on the wide range of courses available, plus fees and registration information, write Special Summer School Office, P.O. Box 5504, Raleigh, North Carolina 27607.

VPI Extension honored

The National Community Education Association has honored the Cooperative Extension Service at Virginia Polytechnic Institute (VPI) as "the agency that best exemplifies . . . the community school concept." Steve Parson, community education specialist, heads the VPI Community Education Development Center. Working through existing Extension staff, the Center helps people in the community organize educational programs to meet local needs.

Solving consumer complaints

The Major Appliance Consumer Action Panel (MACAP) recently honored Constance McKenna, Assistant Director, Illinois Cooperative Extension Service, for designing the first successful state program to help the panel resolve consumer complaints. MACAP consists of nine consumer professionals, independent of the appliance industry, who review individual consumer problems not settled locally. Working with home advisers and the Illinois Homemakers Extension Federation, McKenna developed a list, by counties, of contact people for MACAP. When MACAP needs a complaint evaluated, a local contact personally visits the consumer.